



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

17300 East Calaveras, Fountain Hills, AZ 85268

Fountain Hills Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Rebecca C Romans
 Schedule : 07:30 AM to 04:00 PM
 Grades : 3-5
 Web Address : fhusd.org
 Phone Number : (480) 664-5100
 Fax Number : (480) 664-5199
 E-mail : bromans@fhusd.org

Mission

Four Peaks Elementary School's mission is to create an educational environment that emphasizes high academic achievement, character building, and an appreciation for diversity in a safe-stimulating setting.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Incorporate and implement Character Counts. Stress the six pillars of character development which includes: trustworthiness, respect, responsibility, fairness, caring, and citizenship throughout the 2005-06 school year.
- ü Promote the importance of understanding and appreciating the diversity in the Four Peaks school community.
- ü Incorporate and implement the strategies of being an effective school beginning in the fall of 2006.
- ü To increase the overall improvement in our reading, writing and math scores by reflecting on our past accomplishments to see what we need to change in order to improve.

Enrollment

October 1, 2005 School Year Student Enrollment : 505
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- ü Multi-Disciplined Instruction
- ü Inclusionary Intervention Program
- ü Title I Reading/SEI
- ü Gifted
- ü Resource

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We believe it is our responsibility to promote a safe, nurturing atmosphere that encourages each student in self-discovery, self-assurance, independence, and pride in school, community, and personal accomplishments.

Parents

Your role as a parent is to be the best you can be. We stress citizenship, academics, sportmanship, special talents and interests. Our theme is positive teamwork and support of each other. All we can ask of you is to become involved in our school.

Transportation Policy

The district provides bus transportation to and from school as authorized by our School Board Policy EEAA. All students including those with IEP(Ind. Education Plan) in grades K-6 living one mile or more from school may be provided transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Placed In the Top 5 in State with Challenger Program	2004
ü Governors Calendar Contest Winner	2005
ü First, Second and Third in Constitution Contest	2005
ü Arbor Day Poster Winner	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	178	178	80010	99	99	99	476	476	447	3	3	10	10	10	18	47	47	53	39	39	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	74	38935	97	97	99	476	476	447	3	3	9	11	11	19	49	49	55	38	38	17
Male	103	103	40974	99	99	98	476	476	448	4	4	11	10	10	18	46	46	52	41	41	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	12	12	34545	100	100	99	429	429	432	17	17	14	17	17	24	67	67	53	NA	NA	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	10	10	3979	100	100	96	NA	NA	424	NA	NA	17	NA	NA	30	NA	NA	47	NA	NA	6
White	149	149	35142	98	98	99	483	483	465	1	1	5	8	8	11	46	46	56	44	44	28
Students with Disabilities	18	18	10161	95	95	93	411	411	419	17	17	28	56	56	28	28	28	36	NA	NA	8
Students without Disabilities	160	160	69849	99	99	100	483	483	451	2	2	7	5	5	17	49	49	56	44	44	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	23	23	39029	88	88	98	448	448	432	13	13	14	13	13	25	57	57	52	17	17	9
Non-Economically Disadvantaged	155	155	40981	100	100	100	480	480	462	2	2	6	10	10	13	46	46	54	43	43	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	173	173	79438	96	96	98	481	481	451	1	1	9	11	11	24	65	65	56	23	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	72	38775	95	95	99	486	486	457	1	1	7	6	6	22	68	68	58	25	25	13
Male	100	100	40560	96	96	97	477	477	446	1	1	12	15	15	25	62	62	54	22	22	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	11	11	34297	92	92	98	446	446	434	NA	NA	14	27	27	31	73	73	50	NA	NA	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	147	147	34887	97	97	98	485	485	471	1	1	4	8	8	15	64	64	63	27	27	18
Students with Disabilities	13	13	9588	68	68	88	423	423	416	8	8	30	46	46	32	46	46	34	NA	NA	5
Students without Disabilities	160	160	69850	99	99	100	485	485	456	1	1	7	8	8	23	66	66	59	25	25	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	21	21	38685	81	81	97	464	464	435	NA	NA	14	24	24	32	67	67	50	10	10	5
Non-Economically Disadvantaged	152	152	40753	99	99	99	483	483	467	1	1	5	9	9	16	64	64	62	25	25	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	171	171	79971	95	95	99	460	460	423	3	3	8	24	24	41	62	62	49	11	11	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	72	38974	95	95	99	467	467	437	4	4	5	15	15	33	68	68	57	13	13	4
Male	98	98	40895	94	94	98	454	454	410	2	2	10	31	31	47	57	57	41	10	10	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	12	12	34481	100	100	99	440	440	410	NA	NA	10	25	25	46	75	75	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	145	145	35150	95	95	99	461	461	437	3	3	5	24	24	35	61	61	56	12	12	5
Students with Disabilities	11	11	10258	58	58	94	396	396	377	9	9	23	64	64	51	27	27	25	NA	NA	1
Students without Disabilities	160	160	69713	99	99	100	464	464	429	3	3	5	21	21	39	64	64	52	12	12	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	22	22	38994	85	85	98	437	437	409	5	5	10	41	41	47	55	55	41	NA	NA	1
Non-Economically Disadvantaged	149	149	40977	97	97	100	463	463	437	3	3	5	21	21	34	63	63	56	13	13	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	154	154	80147	98	98	99	515	515	482	1	1	11	8	8	17	46	46	49	44	44	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	80	39281	99	99	99	509	509	483	1	1	9	8	8	17	53	53	50	39	39	24
Male	74	74	40780	97	97	98	522	522	482	1	1	12	9	9	17	39	39	48	50	50	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	10	10	33494	100	100	99	NA	NA	466	NA	NA	15	NA	NA	23	NA	NA	49	NA	NA	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	16	16	4117	100	100	96	462	462	456	13	13	19	19	19	27	69	69	46	NA	NA	8
White	119	119	36122	98	98	99	520	520	501	NA	NA	5	7	7	10	44	44	50	50	50	35
Students with Disabilities	16	16	10295	89	89	92	464	464	443	6	6	33	38	38	26	44	44	33	13	13	8
Students without Disabilities	138	138	69852	99	99	100	521	521	488	1	1	7	5	5	16	46	46	51	48	48	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	22	22	38371	100	100	97	506	506	465	NA	NA	15	18	18	23	45	45	49	36	36	13
Non-Economically Disadvantaged	132	132	41776	98	98	100	517	517	498	2	2	6	7	7	11	46	46	49	45	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	148	79686	94	94	98	499	499	470	2	2	11	9	9	24	68	68	57	20	20	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	77	39163	95	95	99	500	500	475	3	3	9	6	6	22	70	70	60	21	21	10
Male	71	71	40438	93	93	97	498	498	465	1	1	13	13	13	25	66	66	54	20	20	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	10	10	33299	100	100	98	NA	NA	452	NA	NA	17	NA	NA	32	NA	NA	47	NA	NA	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	15	15	4087	94	94	96	464	464	446	13	13	16	27	27	38	53	53	44	7	7	2
White	114	114	35914	93	93	98	505	505	489	1	1	5	5	5	15	72	72	67	22	22	14
Students with Disabilities	10	10	9808	56	56	87	NA	NA	432	NA	NA	35	NA	NA	32	NA	NA	30	NA	NA	3
Students without Disabilities	138	138	69878	99	99	100	502	502	475	1	1	8	7	7	23	70	70	61	22	22	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	19	19	38095	86	86	97	492	492	452	NA	NA	17	21	21	32	63	63	48	16	16	3
Non-Economically Disadvantaged	129	129	41591	96	96	99	500	500	486	2	2	6	8	8	16	69	69	65	21	21	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	155	80372	99	99	99	500	500	475	NA	NA	4	16	16	30	82	82	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	80	39452	99	99	99	509	509	488	NA	NA	3	10	10	22	88	88	72	3	3	3
Male	75	75	40836	99	99	98	492	492	464	NA	NA	6	23	23	37	76	76	56	1	1	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	10	10	33608	100	100	99	NA	NA	462	NA	NA	6	NA	NA	36	NA	NA	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	16	16	4128	100	100	97	483	483	464	NA	NA	4	38	38	39	56	56	56	6	6	1
White	120	120	36213	98	98	99	500	500	489	NA	NA	2	15	15	22	83	83	72	2	2	3
Students with Disabilities	17	17	10526	94	94	94	468	468	427	NA	NA	15	53	53	53	47	47	31	NA	NA	1
Students without Disabilities	138	138	69846	99	99	100	504	504	482	NA	NA	3	12	12	26	86	86	69	2	2	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	22	22	38521	100	100	98	485	485	461	NA	NA	6	32	32	38	68	68	55	NA	NA	1
Non-Economically Disadvantaged	133	133	41851	99	99	100	503	503	489	NA	NA	3	14	14	22	84	84	72	2	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	156	79306	96	96	99	532	532	504	5	5	13	13	13	20	42	42	49	40	40	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	83	38845	95	95	99	533	533	505	5	5	11	12	12	20	42	42	50	41	41	18
Male	73	73	40383	96	96	98	532	532	504	5	5	14	14	14	19	42	42	47	38	38	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	10	10	32673	91	91	99	NA	NA	487	NA	NA	18	NA	NA	25	NA	NA	46	NA	NA	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	13	13	4034	76	76	97	482	482	479	31	31	22	15	15	29	46	46	43	8	8	7
White	129	129	36234	98	98	99	540	540	523	2	2	6	12	12	13	41	41	52	46	46	28
Students with Disabilities	16	16	10286	73	73	91	481	481	462	19	19	41	38	38	27	38	38	27	6	6	5
Students without Disabilities	140	140	69020	99	99	100	537	537	510	4	4	9	10	10	18	43	43	52	44	44	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	25	25	37437	89	89	97	492	492	486	8	8	19	28	28	26	64	64	46	NA	NA	9
Non-Economically Disadvantaged	131	131	41869	97	97	100	540	540	521	5	5	7	10	10	14	38	38	51	47	47	27

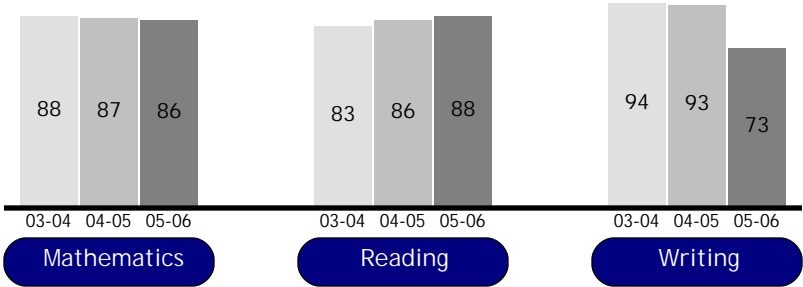
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	156	79000	96	96	98	515	515	489	3	3	10	14	14	24	63	63	58	20	20	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	84	38774	97	97	99	519	519	494	4	4	7	11	11	22	68	68	61	18	18	10
Male	72	72	40150	95	95	98	511	511	485	1	1	12	18	18	25	58	58	55	22	22	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	10	10	32508	91	91	98	NA	NA	472	NA	NA	15	NA	NA	33	NA	NA	49	NA	NA	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	14	14	4016	82	82	96	478	478	467	7	7	14	43	43	37	50	50	46	NA	NA	2
White	128	128	36135	98	98	98	522	522	508	2	2	4	11	11	14	63	63	67	24	24	15
Students with Disabilities	16	16	9991	73	73	88	479	479	449	13	13	33	31	31	36	56	56	29	NA	NA	2
Students without Disabilities	140	140	69009	99	99	100	519	519	495	1	1	6	12	12	22	64	64	62	22	22	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	25	25	37234	89	89	97	495	495	472	NA	NA	15	28	28	33	56	56	50	16	16	3
Non-Economically Disadvantaged	131	131	41766	97	97	99	519	519	505	3	3	5	11	11	16	65	65	65	21	21	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	160	79611	98	98	99	523	523	496	3	3	7	24	24	37	70	70	56	3	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	87	39016	100	100	99	535	535	511	3	3	4	15	15	29	77	77	66	5	5	1
Male	73	73	40519	96	96	98	508	508	482	3	3	10	36	36	44	62	62	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	11	11	32855	100	100	99	476	476	481	18	18	10	27	27	43	55	55	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	15	15	3992	88	88	96	477	477	478	7	7	10	40	40	46	53	53	44	NA	NA	0
White	130	130	36380	99	99	99	531	531	511	2	2	4	22	22	30	74	74	65	2	2	1
Students with Disabilities	19	19	10664	86	86	94	475	475	440	5	5	23	58	58	54	37	37	22	NA	NA	1
Students without Disabilities	141	141	68947	100	100	100	528	528	504	3	3	4	20	20	34	74	74	61	3	3	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	26	26	37626	93	93	98	498	498	479	4	4	10	38	38	45	58	58	45	NA	NA	0
Non-Economically Disadvantaged	134	134	41985	99	99	100	528	528	511	3	3	4	22	22	30	72	72	65	3	3	1

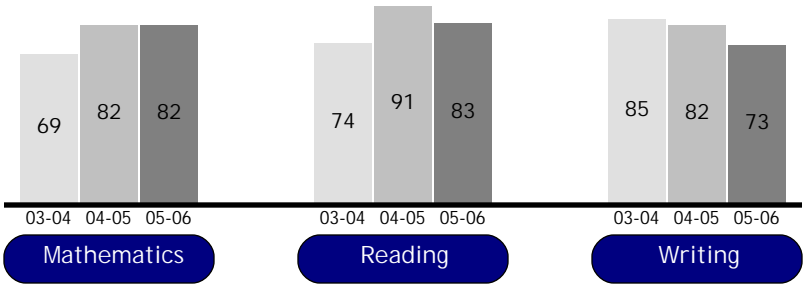
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	98	67	NA	55	99	61	61	44	96	68	68	46
	Language	98	72	72	61	99	59	59	44	95	68	68	46
	Mathematics	98	80	80	61	99	66	66	51	99	70	70	52
4	Reading	98	71	NA	56	100	57	57	48	94	72	72	52
	Language	99	62	62	52	100	60	60	49	99	67	67	52
	Mathematics	98	72	72	61	99	64	64	53	98	75	75	58
5	Reading	100	74	NA	55	100	64	64	50	95	73	73	56
	Language	100	67	67	49	100	64	64	50	97	73	73	54
	Mathematics	99	81	80	63	100	62	62	49	95	67	67	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Four Peaks Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Personnel Decisions
- ü Curriculum Development
- ü School Safety Issues
- ü Parent/Educator Relations
- ü Grade-Level Configurations
- ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	3.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	4	0	0
4 to 6 years	4	2	0	0
7 to 9 years	3	2	0	0
10 or more years	2	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	58
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Science Lab
- ü Library

Extracurricular Activities

- ü Computer Club
- ü Intramurals
- ü Parks & Recreation Activities
- ü Student Council
- ü Spanish Club
- ü Drama Club
- ü Chess Club

Social Services

- ü Boys and Girls Club
- ü Breakfast Program
- ü Lunch Program

Four Peaks Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Updated our curriculum using the Arizona State standards by mapping those skills in the language arts, math, social studies and science areas for all grade levels.
- The state has labeled us as an excelling school due to our achievements in our school's and state's goals.
- Four Peaks Elementary School has again met the state standards regarding average yearly progress (AYP) since the inception of the concept.
- We had over 80 3rd grade students who have been nationally published in a book of poetry sent in by the third grade team of teachers.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our district has implemented a comprehensive Safe Schools Action Plan which is practiced on all campuses. We conduct fire, lock-down and campus evacuation drills on a continual basis. We reinforce that safety is our number one responsibility.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Barbara Murray	(480) 664-5111
Transportation Policy	Tim Siemon	(480) 664-5310
Community Resources	Becky Romans	(480) 664-5110
School Nutrition Programs	Mary Abgrall	(480) 664-5131
Parent Organization	Laura Johnson	(480) 836-1440
Student Health/Nurse	Cecilia Hoffman	(480) 664-5501

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.